



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Accounting and Finance in Society		
Module Code	UMPDN9-15-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business and Law	Field	Human Resource Management
Department	BBS: Business and Management		
Contributes towards	BA (Hons) Business Management with Accounting and Finance		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UMPDN6-15-1 Contemporary Business Issues		
Co- requisites	None		
Module Entry requirements	NA		

Part 2: Description
<p>Accounting is concerned with collecting, analysing and communicating economic information. However in order to develop a broader understanding of accounting and the central role it plays in society, we need to consider it from a social perspective. This module explores a range of contemporary issues including, Political economy and Models of Capitalism, National Culture and Financial Institutions, Ethics and Accountancy/ Finance Industry, Globalisation and Internationalisation, equality and diversity in the finance industry, technological change and the impact on banking and finance from the perspective of employees and customers, Organisational Culture and Behaviour in Financial Sectors. <b>The syllabus addresses the following key areas themes (not necessarily delivered in this order):</b></p> <p>In exploring the impact of contemporary business issues on organisations and worker, the module will address the following topics and skills.</p> <p>Contemporary work themes:</p> <ul style="list-style-type: none"> <li>• Inequality in Organisations and Managing Diversity in the Finance Sector</li> <li>• Corporate Social Responsibility and Business Ethics in the Finance Sector</li> <li>• New forms of Work in the Finance Sector</li> <li>• Emerging forms of Employment and Entrepreneurship and the role of the finance sector in innovation</li> <li>• New Technology, Social Media and Work</li> </ul> <p>Research skills:</p>

- Defining topics of critical enquiry
- Use of library resources and a range of different types of source
- Designing and presenting research posters

Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of:

- A 1 hour lecture
- A 2 hour workshop

Extensive use will be made of Blackboard for guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work, and as a repository for students' own work thereby promoting a sense of learning community. Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used, including:

The MySkills Study Skills website at

<http://www.uwe.ac.uk/library/resources/hub/>

Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism]

iSkillzone <http://iskillzone.uwe.ac.uk>

### Part 3: Assessment

The assessment strategy adopted on this module is designed to assess Students' critical understanding of contemporary work and its impact on workers and organisations, as well as their ability to define their own scope of enquiry into a relevant business issue. Opportunities for interim feedback are built into module delivery through ongoing submission of portfolio exercises. Tutors will provide formative feedback on both the portfolio and presentation during dedicated workshop time.




There are two elements to the summative assessment for this module:

#### COMPONENT A:

Element 1: 20 minute group research poster presentation based on work completed in workshops and during independent study time. Students will base their presentation on one of the contemporary work themes and will develop their own account of the existing literature, synthesizing a wide range of sources.

Element 2: Plus a 1500 word individual portfolio made up of four exercises that build the research and enquiry skills necessary for study at HE level. These will be submitted on a regular basis and students will receive on going formative feedback throughout the term.

Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.Group Presentation of a Research Poster	60%	
2. Individual Portfolio (1500 words)	40%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)																															
<b>Component A</b> (controlled conditions) Description of each element	<b>Element weighting</b> (as % of component)																														
1. Research Proposal (1500 words)	60%																														
2. Individual Portfolio (1500 words)	40%																														
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)																														
<b>Part 4: Teaching and Learning Methods</b>																															
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Critically evaluate the impact of various contemporary business issues on businesses and their employees (Components A1, A2)</li> <li>• Place individual topics of study within the broader context of accounting research (Component A1)</li> <li>• Engage in researching topics and developing perspectives and synoptic accounts (Component A1)</li> <li>• Understand the existence of a series of continuing debates with which students will become familiar (Components A1, A2)</li> <li>• Have started to develop critical thinking skills - constructively critiquing the research of others, identifying strengths and weaknesses in technique, analysis and conclusions. (Components A1, A2)</li> <li>• Be able to produce different types of written and oral work appropriate to the programme of study and observing the conventions of academic writing (Components A1, A2)</li> <li>• Further develop and demonstrate skills in note-taking, summarising, paraphrasing and referencing (Component A2)</li> </ul> <p>In addition, the educational experience may explore, develop, and practise but not formally assess the following:</p> <ul style="list-style-type: none"> <li>• Time management skills</li> <li>• Resource identification and management skills</li> <li>• Effective communication using written and verbal media</li> <li>• Independent and interdependent (group) working</li> </ul>																														
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p>																														

Total Assessment	<p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="630 241 1321 479"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td>0%</td> <td></td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td>100%</td> <td></td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td>0%</td> <td></td> </tr> <tr> <td colspan="2"></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Reading List	<p>All students are expected to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Support will be provided in developing the necessary information literacy and information technology skills necessary to access required materials.</p> <p>By necessity students will need to develop as autonomous learners and will be actively encouraged to develop information skills to enable them to identify, retrieve and evaluate relevant sources of information.</p> <p><b>Essential reading</b> – The essential reading for this module will comprise a collection of digitized chapters and articles available through the library and posted on blackboard.</p> <p>This will be supported through further reading but no set text will be identified (reflecting the contemporary nature of the module)</p> <p><b>Further reading</b> – Students will be advised of further reading that is desirable and further develops knowledge and understanding of a specific topic. In addition, students will be encouraged to engage in independent research and wider reading in completion of the assessment for this module. Additional reading material will be made available to students during the course of the module via Blackboard. The essential and suggested readings provide a baseline of sources that students should go beyond in their assessment research.</p> <p>The indicative reading list below contains a range of textbooks which are available through the university library and which will help students to develop their knowledge beyond the immediate coverage of each session and its associated reading. All texts are available in the UWE library. This list is subject to update in each year's module handbook and is to be supplemented with academic journal articles.</p> <p>Crane, A., Matten, D., and Spence, L.J., 'Corporate Social Responsibility: Readings and Cases in a Global Context', 2/e. Abingdon: Routledge</p> <p>Eurofound (2015), New forms of employment, Publications Office of the European Union, Luxembourg</p> <p>Grandey, A., Diefendorff, J., &amp; Rupp, D. (2012). Emotional labor in the 21st century: Diverse perspectives on emotion regulation at work. Psychology Press/Routledge</p> <p>Held, D., McGrew, A., Goldblatt, D., Perraton, J. (1999) Global Transformations: Politics, Economics and Culture. Stanford: Stanford University Press</p> <p>Macionis, J. and Plummer, K. (2011) Sociology. A Global introduction. Harlow: Pearson Prentice Hall</p> <p>Northey, M, Tepperman, L. and Alnaese, P (2015) Making Sense: A student's Guide to</p>																				

	research and writing. Oxford: Oxford Univesity Press.
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First CAP Approval Date	15 <sup>th</sup> December 2016 Version 1 <a href="#">link to the RIA</a>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	<i>2</i>	<i>Link to RIA</i>
Revision CAP Approval Date		Version	<i>3</i>	<i>Link to RIA</i>
Revision CAP Approval Date		Version	<i>4</i>	<i>Link to RIA</i>